

Date: _____

2006 – 2007 Team Nutrition Project

Nutrition and Physical Education/Activity Environments Pre-Assessment

District: _____ School (if applicable): _____

NOTE: This form needs to be completed by a team of school representatives that includes administrative staff, classroom and PE teachers, the school foodservice director or manager, and interested parents and students to get a complete picture of the action that needs to be taken in the school to create a healthy school environment.

Attached are the assessment forms for:

Part I. Healthy School Nutrition Environment:

Components

- | | | |
|----------------------------|-------------------------------|------------------------|
| 1. Commitment to Nutrition | 3. Other Healthy Food Options | 5. Nutrition Education |
| 2. Quality Meals | 4. Pleasant Eating Experience | 6. Marketing |

Part II. Healthy School Physical Education/Activity Environment:

Components

- | | | |
|---|---------------------------|----------------------------------|
| 7. Commitment to Physical Education (PE) and other forms of school based Physical Activity (PA) | 8. Quality PE/PA programs | 11. Issues in Physical Education |
| | 9. Other PA Opportunities | 12. Marketing |
| | 10. Community connections | |

The assessment for each component is divided into three sections:

1. **Capacity:** Ability to provide education or services and/or address issues related to that component.
2. **Policy:** A School Board-adopted policy addressing that aspect of the component.
3. **Practice:** Actual activities related to the component.

Instructions:

A. Read each indicator. Determine the extent to which it is implemented in your school or district. Select your response on a scale of 0 – 4:

0	1	2	3	4
-Not in place -Not being considered	-Not in place -Awareness of Need	-Not in Place -Plans being made	-In place -Partially Implemented	-Fully Implemented -Being Evaluated

B. In the Comments column: write in any gaps, barriers, or ways to improve, or what is being done right.

Component 1: Commitment to Nutrition						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. You have involved key stakeholders such as: parents, students, teachers, administrators, support staff, counselors, school nurse, health community, and others to build commitment and support for healthy eating.						
2. Food service director/manager is recognized as one of the district's administrative staff.						
3. Adequate staff and resources are available to promote and carry out healthy eating.						
Policy						
4. School Wellness Policies related to healthy eating and physical activity are adopted by school board and implemented by 2006-07 school year. A summary of the requirements of the 2004 Child Nutrition Program reauthorization is below:						
a. Goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness.						
b. Nutrition guidelines for all foods available on each school campus during the school day with the objectives of promoting student health and reducing childhood overweight.						
c. Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than USDA regulations and guidance issued by the Secretary of Agriculture.						

Component 1: Commitment to Nutrition - continued						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Policy - continued						
d. Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy.						
e. Involves parents, students, representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.						
Practice						
5. Adopted policies are implemented and enforced by school board and administration.						
6. Staff is knowledgeable about adopted policies and practices that promote healthy eating.						
7. All staff, parents and students work together to serve as positive role models for healthy eating.						
Component 2: Quality Meals						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. All school food service staff are qualified, properly trained and apply what they learn to benefit the food service operation.						
2. School food service directors/managers have attended a DPI menu and production-planning course and apply nutrition goals.						
3. If no School Breakfast Program is in place, steps are being taken to implement one.						
4. Input from students, staff and/or parents is received and used when planning menus, selecting a la carte items, and making improvements to the school food service operations.						
Policy						
5. School employment policy stipulates what qualifications and competencies are needed for each school food service position. According to this policy, directors/managers and other full-time food service employees must be certified members of the American School Food Service Association (ASFSA).						

Component 2: Quality Meals - continued						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Practice						
6. School sets realistic goals for student participation in the school breakfast program .						
7. School sets realistic goals for student participation in school lunch program .						
8. Menus conform to USDA's menu planning principles. Refer to Chapters 4 and 6 of USDA's <i>A Menu Planner for Healthy School Meals</i> . http://schoolmeals.nal.usda.gov/Recipes/menuplan/menuplan.html						
9. Menus include local, cultural and ethnic favorites of the students.						
10. School meals meet nutrition standards established by the USDA, as demonstrated by nutrient analysis done by state agency.						Results of DPI SMI review or other nutrient analysis:
11. Effective marketing plan has been developed and implemented to attract students and other customers for school breakfast .						
12. Effective marketing plan has been developed and implemented to attract students and other customers for school lunch .						
13. Food safety is a key part of the school food service operation, as demonstrated by the standard operating practices, sanitation operating practices and HACCP plans developed and used in the food service operation.						

Component 3: Other Healthy Food Options						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. The school encourages parents to provide a variety of nutritious foods if students bring bag lunches or snacks from home.						
2. Guidelines are developed for organizations that are raising funds for using only non-food items or approved healthy food items in their fund raising efforts.						

Component 3: Other Healthy Food Options - continued						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Policy						
3. School policies include nutrition guidelines for any foods and beverages available at school (e.g., celebrations, social events, snacks, vending machines, sporting events or fundraisers; cafeteria a la carte sales).						
Practice						
4. Guidelines are developed and followed if foods and/or beverages are sold in competition with school meals. (e.g. A variety of healthy choices are offered.)						
5. Foods and beverages, if sold in competition with school meals, are appropriately priced to prevent unfair competition with school meals, and are nutritious choices that complement the school meals.						
6. Appropriate restrictions are placed on students' access to vending machines, school stores, snack bars and other outlets that sell foods and beverages in competition with the school food service operation.						
7. Food or beverages are not used as rewards or punishments for students.						

Component 4: Pleasant Eating Experience						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. School administrators, teachers and food service staff meet to set meal service schedules.						
2. Adequate staff, trained in effective behavior management, is available for effective supervision of food service and dining areas.						
3. Cafeteria lines are set up efficiently to minimize students' wait in line.						

Component 4: Pleasant Eating Experience - continued						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Policy						
4. Guidelines developed and used for the scheduling of meal service periods.						
Practice						
5. Schedules set to promote participation and provide a pleasant eating experience for students that include a minimum of 20 minutes to eat lunch and 10 minutes to eat breakfast.						
6. Recess for elementary grades is scheduled before lunch so that children will come to lunch less distracted and ready to eat.						
7. Schools recognize children's natural need for socialization and nourishment at lunchtime.						

Component 5: Nutrition Education						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. Teachers who teach nutrition lessons have been given proper training and materials.						
2. District has budgeted for necessary curriculum and other resources.						
3. The school links nutrition education activities and healthy eating.						
4. Food service director/manager is recognized by school staff for expertise in nutrition, menu planning, the Child Nutrition Programs and/or food service operation.						
Policy						
5. State and district health education curriculum standards and guidelines include nutrition education.						
6. Nutrition is integrated into core curriculum areas such as math, science and language arts.						

Component 5: Nutrition Education - continued						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Practice						
7. Students in PK-12 receive nutrition education that is interactive, has a behavioral focus, is articulated through the grade levels, factual, age-appropriate, and addresses the competencies needed to adopt healthy eating behaviors.						
8. Nutrition messages throughout the school are consistent and reinforce healthy eating behaviors.						

Component 6: Marketing						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. Schools consider student needs and input in planning for a healthy school nutrition environment.						
2. Food service director/manager trained in marketing and customer relations.						
3. Students are encouraged to take all five components of the reimbursable meal.						
4. Schools work with a variety of media to spread consistent messages to students, staff, family, and other community members about a healthy school nutrition environment.						
Policy						
5. Schools promote healthy food choices by developing and following policies that prohibit advertising of less nutritious food or beverage choices.						
Practice						
6. Healthy eating is actively promoted to students, parents, teachers, administrators, and the community.						
7. Students receive positive, motivating messages about healthy eating throughout the school setting.						

Component 7: Commitment to Physical Education and other forms of school based Physical Activity

Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. You have involved parents, students, teachers, administrators, support staff, counselors, school nurse, health community, and others to build commitment and support for physical activity.						
2. A minimum of one staff member and adequate resources are dedicated to implement physical activity program.						
Policy						
3. School Wellness Policies related to healthy eating and physical activity are adopted by school board and implemented by 2006-07 school year. A summary of the requirements of the 2004 Child Nutrition Program reauthorization is below:						
a. Goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness						
b. Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy; and						
c. Involves parents, students, representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.						
Practice						
4. Adopted policies are implemented and enforced by school board and administration.						
5. Staff is knowledgeable about adopted policies and practices that promote physical activity.						
6. All staff, parents and students work together to serve as positive roles models for active lifestyles.						

Component 8: Quality Physical Education/Physical Activity Programs

Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. All physical education (PE) staff is state certified.						
2. Elementary teachers that have been asked to teach some PE lessons have been given proper training and materials.						May not be applicable if you are meeting minimal physical education standards.
Policy						
3. There are policies that address physical activity in your school district.						
Practice						
4. Your school district is meeting the PE standard of three days a week for elementary, a weekly program in the middle school, and one and one-half credit in the high school.						
5. Your school's PE program is in compliance with Wisconsin's Model Academic Standards for Physical Education.						
6. Your curriculum is reviewed and updated yearly.						
7. There is a strong budget to maintain and purchase new physical education equipment in the district.						
8. There is a program in physical activity for students with special health care needs.						

Component 9: Other Physical Activity Opportunities

Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. There are after-school activity programs led by committed individuals (ex. intramurals).						May not apply to schools who do not have an after-school program.
2. There are many opportunities for professional development for both teachers and adults involved in community physical activity programs.						

Component 9: Other Physical Activity Opportunities - continued						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Policy						
3. There are policies that address community access to the physical education facility.						
4. There are policies that address practices to keep kids active during recess in an organized yet fun way.						
Practice						
5. There are strategies to engage students in recess activity being implemented (e.g. walking clubs, low-organized games.)						
6. There are intra-mural or outside of the school day activities that have been implemented. PE homework is being assigned for daily activity.						

Component 10: Community Connections						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. School and community partners provide leadership in local coalitions in making physical activity opportunities available in the community at large.						
2. There are community based opportunities to keep young people active.						
3. There are community leaders planning safe routes to school for biking and walking.						
Policy						
4. There are policies that address use of the physical education facility with community based organizations.						
Practice						
5. There are planned community physical activities going on throughout the year.						
6. The community listens to young peoples suggestions for increasing physical activity in the community.						

Component 11: Issues in Physical Education						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. Members of the physical education staff are trained in implementing physical fitness tests.						
2. Physical fitness topics are taught in the health education class.						
3. Staff is actively involved in staff development activities to improve PE instruction (e.g. conferences and trainings provided by professional organizations, DPI, etc.)						
Policy						
4. (See Component 7: Commitment to Physical Education and other Forms of School Based Physical Activity)						
Practice						
5. There is an education approach to physical education that is designed to improve student fitness.						
6. There is an education approach to physical education that is designed to keep students active for 50% of the class.						

Component 12: Marketing						
Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Capacity						
1. Schools consider student needs and input when developing physical activity programming.						
2. Schools promote health and physical activity with a variety of media to a variety of audiences.						
Policy						
3. There are policies that address the importance of a safe biking and walking routes to school.						

Component 12: Marketing - continued

Indicator	0	1	2	3	4	Comments/Gaps/Ways to Improve
Practice						
4. The school and community work together on initiatives encouraging walking or biking your child or other children to school.						
5. The school and community promote safe walking and biking routes to school.						
6. School and community physical activity efforts appear in the local media.						